Division of Assessment and Accountability
Reporting ISAT Summative Scores to Parents

Overview

A Balanced Assessment System

A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system — which includes the formative assessment process as well as interim and summative assessments — provides tools to improve teaching and learning. The formative assessment process is an essential component of a balanced assessment system.

Digital Library
Available Now
Resources to help teachers improve classroom-based assessment practices

Interim Assessments
Available Beginning Winter 2014-15
Optional online assessments to check student progress and help teachers plan and improve instruction

Summative Assessments
Available Spring 2015
Year-end assessments in math and English for grades 3-8 and 11 that use both computer adaptive testing and performance tasks

Use of data for teaching and learning

- Using student data to <u>plan forward</u> and make changes to instruction while there is still time to change the outcome
  Digital Library
  Interim Assessments

- Using student data to <u>look back</u>
  ISAT (Summative Assessment)

General Information

Idaho Law requires districts to communicate assessment results to parents. IDAPA 08.02.03.111.05.b
•

05.   **Scoring and Report Formats.** Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.   (4-7-11)

a.   Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier.   (4-7-11)

b.   Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state.   (4-7-11)

Timing Options

Send out reports:

1. Ten days after the last day of testing May 22nd.
   June 8th (Using ORS)
2. After AIR has sent data to the state June 24th
   (Using Schoolnet)
3. Ten days after District has completed testing.
   Will include correct District aggregate scores.
4. Ten days after student has completed testing.
   Aggregate State and District will not be finalized.

ISAT Science, Retakes and EOCs

DRC

PRELIMINARY RESULTS
(ISAT SCIENCE, RETAKES & EOCS)

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PRELIMINARY RESULTS (ISAT SCIENCE, RETAKES & EOCS)

- Students' preliminary results will show Raw Scores.
- Conversion Table of Raw Scores to Scale Scores is available on eDirect and on SDE Assessment link: http://www.sde.idaho.gov/site/assessment/eocScience.htm
- Individual Student Reports with Scale Scores will be available - June 5th.
- Remaining reports – June 19th.

Individual Student Report
(ISAT Science, Retakes & EOCs)

IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
NCLB INDIVIDUAL STUDENT REPORT
SPRING 2015

STUDENT NAME : Adams, Jane Marie
DISTRICT : IDAHO DISTRICT 999
SCHOOL : IDAHO MIDDLE SCHOOL 9999

GRADE : 07
BIRTH DATE : 99/99/1999
EDUID — EDUCATION UNIQUE IDENTIFIER (STATE ID) : 99999999

Jane's Overall Performance

	Student's Scale Score	Student's Proficiency Level	Proficient Scale Score
Science	218	Proficient	213

This report provides a record of Jane's test results on the ISAT in science.

Proficiency Levels

The ISAT is designed to measure knowledge against state standards. Scores on these tests are grouped into four proficiency levels. The proficiency level chart shows the scale score ranges associated with each level.

Scale Score

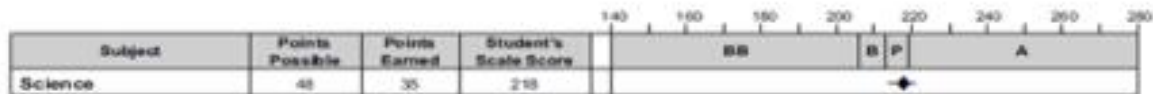A student's points earned (or raw score) has comparable meaning only for those students who take the exact same set of questions. A student's scale score is a transformed version of the raw score. It provides comparable meaning across grades and across years, but only within the same subject area.

Skills Performance

Science is composed of different standards. The chart on the right shows how Jane did on these standards.

Interpretation of Chart

For each subject, the chart displays where the proficient cut score lies within the possible scale score range. Scale scores are represented by the diamond (♦).

For example, Jane's scale score in science is 218. Note that the diamond representing this score falls in the Proficient scale score range. If Jane were to take a similar test multiple times, the range of these scores would be expected to fall between 214 and 221 (as represented by the line) 68% of the time.

Jane's Performance by Content Standard
PROFICIENCY LEVELS AND PROBABLE SCALE SCORE RANGES
(BB = Below Basic, B = Basic, P = Proficient, A = Advanced)

Subject	Points Possible	Points Earned	Student's Scale Score	BB		B	P	A
Science	48	35	218					♦

	Standard	Total Number of Questions	Student % Correct	District % Correct	State % Correct
1	Nature of Science	20	76.2	69.5	69.6
2	Physical Science	6	66.7	55.0	58.1
3	Biology	8	87.5	73.8	66.7
4	Earth and Space Systems	6	66.7	48.3	52.9
5	Personal and Social Perspectives; Technology	6	57.1	71.4	68.7

"Idaho's public schools are the foundation of Idaho's success."
C.L. "Butch" Otter, Governor

Individual Student Report
(ISAT Science, Retakes & EOCs)

ISAT
Idaho Standards Achievement Tests

IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT)
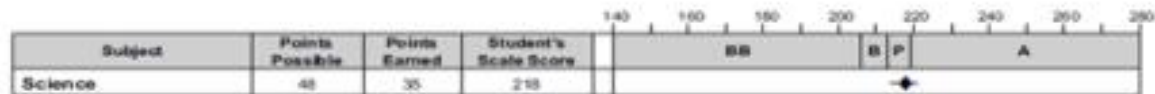**NCLB INDIVIDUAL STUDENT REPORT**
SPRING 2015

STUDENT NAME : **Adams, Jane Marie**
DISTRICT : **IDAHO DISTRICT   999**
SCHOOL : **IDAHO MIDDLE SCHOOL   9999**

GRADE : **07**
BIRTH DATE : **99/99/1999**
EDUID — EDUCATION UNIQUE IDENTIFIER (STATE ID) : **99999999**

Jane's Overall Performance

	Student's Scale Score	Student's Proficiency Level	Proficient Scale Score
Science	218	Proficient	213

This report provides a record of Jane's test results on the ISAT in science.

Proficiency Levels

The ISAT is designed to measure knowledge against state standards. Scores on these tests are grouped into four proficiency levels. The proficiency level chart shows the scale score ranges associated with each level.

Scale Score

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(BB = Below Basic, B = Basic, P = Proficient, A = Advanced)

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Parent Brochure - EOC

SCIENCE EOC End-of-Course

Spring 2015

Parent Brochure

Science End-of-Course (EOC)
The EOC is an important component of the statewide student assessment system as stated in board rule IDAPA: 08.02.03.105.06.f (http://adminrules.idaho.gov/rules/current/08/0203.pdf). Students who graduate, beginning in 2017, are required to complete an end-of-course assessment provided by the state in either biology and/or chemistry. The end-of-course assessment should be given at the end of the student's instruction in either biology or chemistry. The current Science EOC is administered in the spring to students in grades 10–12 who have completed a biology and/or chemistry course. These tests have replaced the previous Grade 10 ISAT Science test.

Components of the Spring 2015 EOC
The EOC is composed of biology and chemistry tests for grades 10–12. Multiple-choice questions are used to assess what a student knows and can do on the Idaho content standards. These questions are used to assess a variety of skill levels, from short-term recall of facts to problem solving.

Biology EOC Assessment
The Biology EOC assessment is composed of questions that address standards, goals, and objectives for high school biology. The goals and objectives for biology are distributed between two reporting categories: 1) Nature of Science; Personal and Social Perspectives; Technology; and 2) Biology.

Chemistry EOC Assessment
The Chemistry EOC assessment is composed of questions that address standards, goals, and objectives for high school chemistry. The goals and objectives for chemistry are distributed between two reporting categories: 1) Nature of Science; Personal and Social Perspectives; and 2) Physical Science.

More detailed information regarding the Idaho content standards can be found at www.sde.idaho.gov.

SCIENCE EOC End-of-Course

IDAHO SCIENCE END OF COURSE (EOC)
INDIVIDUAL STUDENT REPORT
SPRING 2015

STUDENT NAME : Smith, Julie Ann
DISTRICT : IDAHO DISTRICT 999
SCHOOL : IDAHO HIGH SCHOOL 9999

A

GRADE : 11
BIRTH DATE : 99/99/9999
EDUID – EDUCATION UNIQUE IDENTIFIER (STATE ID) : 999999999

Julie's Overall Performance

B

	Student's Scale Score	Student's Proficiency Level	Proficient Scale Score
Biology	###	Proficient	###

C This report provides a record of Julie's test results on the EOC in biology.

Proficiency Levels
The EOC is designed to measure knowledge against state standards. Scores on these tests are grouped into four proficiency levels. The proficiency level chart shows the scale score ranges associated with each level.

D **Scale Score**
A student's points earned (or raw score) has comparable meaning only for those students who take the exact same set of questions. A student's scale score is a transformed version of the raw score. It provides comparable meaning across grades and across years, but only within the same subject area.

Skills Performance
Biology is composed of different standards. The chart on the right shows how Julie did on these standards.

Interpretation of Chart
For each subject, the chart displays where the proficient cut score lies within the possible scale score range. Scale scores are represented by the diamond (♦).

E For example, Julie's scale score in biology is ###. Note that the diamond representing this score falls in the Proficient scale score range. If Julie were to take a similar test multiple times, the range of these scores would be expected to fall between ### and ### (as represented by the line) 68% of the time.

Student's Performance by Content Standard
PROFICIENCY LEVELS AND PROBABLE SCALE SCORE RANGES
(BB = Below Basic, B = Basic, P = Proficient, A = Advanced)

Subject	Points Possible	Points Earned	Student's Scale Score		BB		B	P	A
Biology	##	##	###						

	Standard	Total Number of Questions	Student % Correct	District % Correct	State % Correct
1	Nature of Science; Personal and Social Perspectives; Technology	18	###	###	###
2	Biology	42	###	###	###

IDISR3

999-9999 99/99/9999

Understanding the EOC Individual Student Report

A Displays the student's name, district, school, grade, date of birth, and state ID.

B Indicates the student's scale score and proficiency level in science. In order to be considered proficient, the student must score at or above the Proficient Scale Score which is displayed next to the Student's Scale Score and the Student's Proficiency Level.

C Describes the proficiency levels reported in section B. Scores on the EOC are grouped into four proficiency levels—Advanced, Proficient, Basic, and Below Basic. The skills necessary for a student to be proficient are described on the back of the EOC Individual Student Report, along with the range of scale scores associated with each level.

D Describes the scale scores reported in section B. The scale score earned by the student determines the student's proficiency level on the EOC. The points earned are converted into a scale score, which takes into consideration the fact that some questions on the test are more difficult than others.

E Explains how to read and interpret the graphic in section I.

F Lists the total points possible for the subject test.

G Lists the points earned by the student in the subject test. Points earned are not valid for comparisons across grades, subjects, and/or standards due to variation among tests. The same raw score on two tests usually results in two different scale scores depending on the number and difficulty of the questions.

H Lists the scale score equivalent for points earned.

I Shows the student's scale score represented by the ♦ and the probable score range represented by the line through the ♦.

J Lists the Performance Standard categories for each subject test.

K Lists the total number of questions in each standard along with the student, district, and state percentage correct.

ISAT Mathematics and ELA/Literacy

AIR

Idaho.portal.airast.org

ORS

- Go to the Portal
- Select Test Coordinators
- Select ORS
- Select the school

Online Reporting System (ORS)

ORS Training Materials

[Online Reporting System (ORS) User Guide](#) [DOCX]	This user guide provides information about all ORS's features, including instructions for viewing score reports, test management resources, creating and editing rosters, and searching for students.
[Online Reporting System Module](#)[PPTX]Updated January 8, 2015	This module is designed to help navigate the Online Reporting System (ORS). This training module includes examples of all features on ORS.

ORS – Online Reporting System

Running student reports

- Can print up to an entire school at once
- Can be printed by DA, DC, or SC.
- TE can only print their students
- PDF with individual pages

- Click on Score Reports
- District, Grade, Content
- Select the school
- Select Teacher
- Click on School again
- View Roster
- Click on School again
- View Student
- Print
- Inbox
- Download

📍 Now viewing: Scores for students who were mine at the end of the selected administration

Retrieve Student Results & My Inbox

Get a complete download of a roster's data for upload into another system.

Create New Data File to Download

Step 1: Choose What

Test:	Smarter ICA ▼
Administration:	2014-2015 ▼ [Date Range]
Tested Grade:	All Grades ▼
Download Format:	Excel ▼
Filter By:	ALL ▼

[Download Roster]

Step 2: Choose Who

District	Demo District 9999 (9999) ▼
School	All ▼

My Inbox
Your data file(s) will remain available for 30 days.

Name	Data	Type	Test	Administration	Grade	Date Created ▼	Status
Demo School 999901 (9999_999901)	Students ISR PDF report	School	Smarter ICA	2014-2015	Grade 6	4/7/2015 11:44 AM	Download
Demo School 999901 (9999_999901)	Students ISR PDF report	School	Smarter ICA	2014-2015	Grade 6	4/6/2015 12:20 PM	Download

IDAHO
STATE DEPARTMENT OF EDUCATION

Individual Student Report

How did my student perform on the Mathematics test?

Test: Smarter Interim Comprehensive Assessment Mathematics Grade 6
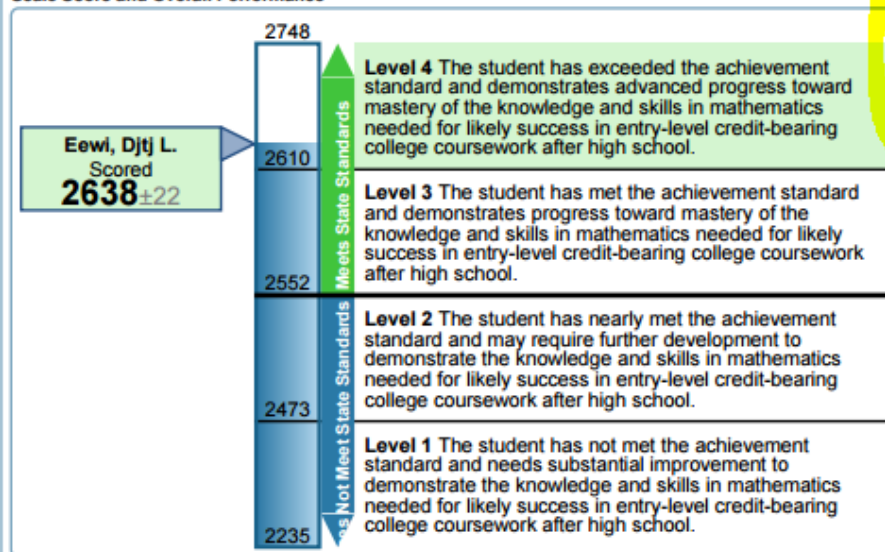
Year: 2014-2015

Name: Eewi, Djtj L.

Legend:Claims Performance Levels

⚠️ Below Standard   ⊖ At/Near Standard

✅ Above Standard

Student Test Performance

Name	SSID	Opportunity	Scale Score	Achievement Level
Eewi, Djtj L.	9999886864	Opportunity #1 1/28/2015	2638±22	Level 4

Scale Score and Overall Performance

2748

Eewi, Djtj L. Scored **2638**±22

2610

Level 4 The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 3 The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

2552

Level 2 The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

2473

Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

2235

Meets State Standards / Does Not Meet State Standards

Comparison Scores

Name	Average Scale Score
Idaho	2525±6
Demo District 9999 (9999)	2625±33
Demo School 999901 (9999_999901)	2625±33

Student Test Performance

Claim	Performance	Claim Description
Concepts and Procedures	⊖	Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	✅	Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	✅	Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Parent Report

Assessment Claims

Parent / Teacher Resources

Nancy Thomas Price
Comprehensive Assessment
System Coordinator
(208) 332-6988
nthomasprice@sde.idaho.gov

ISAT Mathematics and English Language Arts/Literacy Toolkit

The ISAT by Smarter Balanced, designed to measure student proficiency on the Idaho Core standards, is now fully implemented in Idaho school districts. This "end of year," or summative assessment, is part of a comprehensive assessment system which also includes optional interim assessments, and formative assessment process resources.

In addition to grade-level scale scores, Individual Student Reports now show Claim proficiency. Claims are broad statements of the assessment system's learning outcomes. Claims are supported by evidence collected from the student responses on assessment items. The types of evidence to be collected are further explained by Assessment Targets. Assessment Target language comes directly from the standards.

Covering all possible item types, (select response, constructed response, extended response, technology enhanced, and performance tasks), these examples include sample student items, responses, and evaluation rubrics where appropriate. Educators, parents, and students can use these items as examples of the types of evidence to be collected. Classroom tasks should be designed so that students to show the same types of evidence called for in the standards. This will in turn prepare them for the ISAT by Smarter Balanced.

Intro ELA/Literacy	Claim 1	Claim 2	Claim 3	Claim 4

English Language Arts and Literacy

SR = Selected Response CR = Constructed Response ER = Extended Response
TE = Technology Enhanced PT = Performance Task DOK = Depth of Knowledge

each item has several pages, be sure to scroll down

Intro Mathematics	Claim 1	Claim 2	Claim 3	Claim 4

Mathematics

SR = Selected Response CR = Constructed Response ER = Extended Response
TE = Technology Enhanced PT = Performance Task DOK = Depth of Knowledge

each item has several pages, be sure to scroll down

Support Documents

⬇ Math/Science Cognitive Rigor Matrix

⬇ ELA Literacy Cognitive Rigor Matrix

https://www.sde.idaho.gov/site/assessment/ISAT/

Class Performance on Each Target for the Mathematics Test

What are my class's relative strengths and weaknesses in the Mathematics targets?

Test: **Smarter Summative Mathematics Grade 5**
Year: 2014-2015
Name: **Demo Class A**

Legend: Strength and Weakness Indicator

✚ Better than performance on the test as a whole   ▬ Similar to performance on the test as a whole

▬ Worse than performance on the test as a whole   ★ Insufficient Information

Performance on Each Target
Smarter Summative Mathematics Grade 5 Test for Students in Demo Class A

Target	Performance
Concepts & Procedures	
Understand the place-value system.	✚
Perform operations with multi-digit whole numbers and with decimals to hundredths.	✚
Use equivalent fractions as a strategy to add and subtract fractions.	▬
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	▬
Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.	▬
Write and interpret numerical expressions.	▬
Analyze patterns and relationships.	✚
Convert like measurement units within a given measurement system.	▬
Represent and interpret data.	✚
Graph points on the coordinate plane to solve real-world and mathematical problems.	▬
Classify two-dimensional figures into categories based on their properties.	▬
Problem Solving and Modeling Data & Analysis	
Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	✚
Select and use appropriate tools strategically.	▬
Interpret results in the context of a situation.	▬

Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001) 🔍	2535 ±5
Demo School (001-01) 🔍	2540 ±5
Demo Teacher 🔍	2460 ±5
Demo Class A 🔍	2560 ±5

Score Reporting

Claims and Targets

What are ASSESSMENT CLAIMS?

http://www.sde.idaho.gov/site/assessment/PD.htm

Conceptual Framework

Claims

broad statements of the assessment system's learning outcomes, each of which requires evidence

Assessment Targets = Evidence

Targets articulate the types of data/observations that will support interpretations of competence towards achievement of the claims.

Interpretations are spelled out in the Achievement Level Descriptors.

Conceptual Framework

We claim the following (Claim language) is true if we see the following evidence (Assessment Target language) at a certain level of proficiency (Achievement Level Descriptors.)

ELA/Literacy Claims

Overall Claim for Grades 3–8
"Students can demonstrate progress toward college and career readiness in English language arts and literacy."

Overall Claim for Grade 11
"Students can demonstrate college and career readiness in English language arts and literacy."

|	
Claim #1	**Reading** "Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."
Claim #2	**Writing** "Students can produce effective and well-grounded writing for a range of purposes and audiences."
Claim #3	**Speaking and Listening** "Students can employ effective speaking and listening skills for a range of purposes and audiences."
Claim #4	**Research / Inquiry** "Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information."

Math Claims

Claim #1	**Concepts & Procedures** "Students can **explain and apply** mathematical **concepts** and **interpret and carry out** mathematical **procedures** with **precision** and **fluency**."
Claim #2	**Problem Solving** "Students can solve a range of complex well-posed problems in pure and applied mathematics, making **productive use of knowledge** and **problem solving strategies**."
Claim #3	**Modeling and Data Analysis** "Students can **analyze** complex, real-world scenarios and can **construct** and **use mathematical models** to interpret and solve problems."
Claim #4	**Communicating Reasoning** "Students can clearly and precisely **construct viable arguments** to **support** their own reasoning and to **critique** the reasoning of others."

Additional Information

ORS will be down this afternoon through Monday and reopen Tuesday morning with summative data
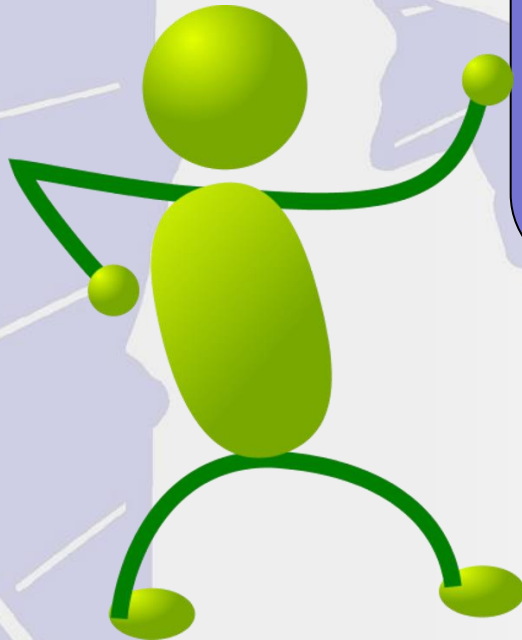
Upcoming Professional Development / Communication

Implementation Guidance Webinar *April 15th*

Digital Library Webinars and Forums:

April 15th and 16th

Online Reporting System Training *April 20th*

New Formative Assessment Course *April 22nd*

http://www.sde.idaho.gov/site/assessment/PD.htm

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